

Department of Education

**DELIVERY OF RESPECTFUL  
RELATIONSHIPS EDUCATION  
IN AUSTRALIAN SCHOOLS:  
RAPID REVIEW  
FINAL REPORT**

Date: October 2023



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# 1. ACKNOWLEDGEMENTS

We are extremely grateful to the stakeholders who contributed to the rapid review through the call out process. We appreciate the significant pressures on everyone's time at present and greatly appreciate the generosity of the participants who shared their professional experiences and views.

## **Acknowledgement of country**

We acknowledge the Traditional Custodians of the land on which we come together to conduct our research and recognise that these lands have always been places of learning for Aboriginal and Torres Strait Islander peoples. We honour and pay respect to all Aboriginal and Torres Strait Islander Elders – past and present – and acknowledge the important role of Aboriginal and Torres Strait Islander voices and their ongoing leadership in responding to domestic, family and sexual violence.

## **Funding acknowledgement**

This rapid review final report was commissioned by the Department of Education.

## **Suggested report citation**

Pfitzner, N., Berger, E., McCook, S., Stonehouse, C., and Allen, K.A. (2023) Delivery of Respectful Relationships Education in Australian Schools: Rapid Review Final Report. Monash University and Deakin University. Victoria, Australia.

**Publication date:** October 2023

## ABBREVIATIONS

ACARA	Australian Curriculum, Assessment and Reporting Authority
Department	Department of Education (Australian Government)
EAL	Students whose first language is a language or dialect other than English and who require additional help to develop proficiency in Standard Australian English (SAE).
HPE	Health and Physical Education
KS: CPC	Keeping Safe: Child Protection Curriculum
NRREEWG	National Respectful Relationships Education Expert Working Group (NRREEWG)
PDHPE	Personal Development, Health and Physical Education
PLD	Professional learning and development
RRE	Respectful relationships education

## 2. PROJECT TEAM

**Dr Naomi Pfitzner**, Lead Researcher in the Monash Gender and Family Violence Prevention Centre and Lecturer in Criminology, School of Social Sciences, Monash University.

**Dr Emily Berger**, Senior Lecturer, School of Educational Psychology and Counselling, Faculty of Education, Monash University.

**Dr Sarah McCook**, Research Fellow, Monash Gender and Family Violence Prevention Centre, Faculty of Arts, Monash University.

**Dr Claire Stonehouse**, Lecturer of Education (Health Education and Student Wellbeing), Faculty of Education, Deakin University.

**Associate Professor Kelly-Ann Allen**, Associate Professor of Education, Faculty of Education, Monash University.

**Honorary Associate Professor Debbie Ollis**, Associate Professor of Education, Faculty of Arts and Education, Deakin University.

**Associate Professor Bridget Harris**, Director of the Monash Gender and Family Violence Prevention Centre and Associate Professor of Criminology, Faculty of Arts, Monash University.

**Dr Karen Lambert**, Senior Lecturer of Health and Physical Education, Faculty of Education, Monash University.

**Dr Jasmine McGowan**, Lecturer with the Monash Gender and Family Violence Prevention Centre, Faculty of Arts, Monash University.

**Associate Professor Fida Sanjakdar**, Associate Professor of Education, School of Education, Culture and Society, Faculty of Education, Monash University.

**Dr Keane Wheeler**, Lecturer School of Human Movement and Nutrition Sciences and Affiliate Lecturer UQ Poche Centre for Indigenous Health, University of Queensland.

**Professor Kate Fitz-Gibbon**, Professor of Social Sciences, Faculty of Arts, Monash University.

## 3. EXECUTIVE SUMMARY

### 3.1 What is this survey about?

The Monash Gender and Family Violence Prevention Centre and the Monash Faculty of Education, in partnership with Deakin University and the University of Queensland, conducted this research on behalf of the Commonwealth Department of Education. This Rapid Review Survey forms part of a larger research project to develop a *National Framework for Respectful Relationships Education*, as part of the Australian Government's investment in high-quality evidence-based, age-appropriate consent and respectful relationships education (RRE).

The aim of this survey was to identify how primary and secondary schools in Australia are delivering RRE. Representatives for Government, Independent and Catholic schools in all states and territories were asked to complete an anonymous, online survey that included questions about:

- Which programs they use to deliver RRE in schools;
- Who delivers RRE programs in their schools (e.g., internal staff or external providers) and in which subjects it is taught;
- Whether any changes have been made to the curriculum of RRE programs for different student populations;
- Whether their school adopts a whole-of-school approach to RRE; and
- Whether internal staff receive any professional learning and development for RRE.

The online survey ran from 8 August 2023 to 1 September 2023. A total of 182 responses were received representing staff from Government, Independent and Catholic schools across Australia including metropolitan, regional, rural and remote areas, and representing staff from primary and secondary education sectors.

## 3.2 What are the key takeaways and implications?

- The survey findings show that responsibility for delivering RRE lies predominantly with school staff. Three quarters of the programs (n = 168) documented by the survey respondents were identified as being delivered by internal school staff. This confirms the necessity of equipping teachers and school staff with the knowledge and skills to confidently deliver RRE.
- Health and physical education is the subject area most commonly used to deliver RRE in schools. This points to the need to embed RRE skills in pre-service training to ensure that HPE teachers are classroom ready to deliver RRE.
- Around one third of the survey participants said that they adapted RRE programs to fit their school context and school communities. This reflects Australian research evidence that school context and school community matter when it comes to implementing a whole-of-school approach to RRE (Keddie & Ollis, 2020). This finding demonstrates the importance of ensuring that RRE teaching and learning materials are adaptable, culturally relevant and appropriate for different school contexts and communities.
- Only around one in five of the survey respondents said that their school implements a comprehensive whole-of-school approach that addresses all six elements of the Our Watch whole-of-school model. This finding highlights the need for funding to support schools to implement a comprehensive whole-of school approach.
- Evaluation was the least commonly addressed aspect of Our Watch's six element whole-of-school model. This demonstrates the need to support and resource schools to strengthen their evaluation capacity and enable continuous improvement of RRE.
- Just under half of the survey respondents said that they had participated in RRE professional learning and development. The research evidence shows that professional learning and development builds teacher competence, confidence, comfort and commitment to deliver RRE (Kearney et al., 2016; Our Watch, 2021; Joyce et al., 2018; Harrison & Ollis, 2015; Ollis, 2013, 2014). It is also an essential element of implementing a whole-of-school approach (Our Watch, 2021). This finding together with recent research (Pfitzner et al., 2022) illustrates the urgent need to strengthen

the capability of the education workforce to deliver RRE through professional development and learning.

## 4. BACKGROUND

In the October 2022 Federal Budget, the Australian Government announced a \$77.6 million investment to support schools to provide evidence-based, age-appropriate consent and respectful relationships education (CRRE) to help prevent gender-based violence and support young people to live lives free from violence. The Government's commitment to strengthening CRRE was informed by a national stocktake and gap analysis of respectful relationships education (RRE) materials and resources completed by the Monash Gender and Family Violence Prevention Centre on behalf of the Australian Government. The national stocktake and gap analysis report ([Respectful Relationships in Australia: Final Report](#)) was delivered to the Department in June 2022. The final report provides a critical stocktake of existing respectful relationships education programs and resources used by schools, the effectiveness of these programs and resources where evaluated, and common practice and policy challenges faced by existing approaches to respectful relationships education. The national stocktake and gap analysis report followed the ministerial endorsement of version 9.0 of the [Australian Curriculum](#) in May 2022, for implementation from 2023. The new national curriculum seeks to ensure that students receive more explicit education on consent and respectful relationships (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2022).

The Commonwealth Government is committed to supporting this national CRRE initiative and implementing the *National Plan to Reduce Violence against Women and their children 2023-2032*. The Department of Education is leading this work and has commissioned Monash University working in partnership with Deakin and Queensland Universities to undertake a rapid review of the delivery of CRRE in Australian schools and develop a national framework for CRRE.

## 5. PROJECTS OBJECTIVES AND SCOPE

The Rapid Review and National Framework for Consent and Respectful Relationships Education (CRRE) will deliver:

1. A rapid review report that maps the delivery of RRE in Australian schools. This mapping exercise will seek to:
  - Identify RRE delivery models currently being used in schools in Australia including whole-of-school approaches, delivery by internal school staff or external providers, and the use of specialist staff to support delivery.
  - Identify RRE delivery models tailored to specific priority cohorts (including Aboriginal and Torres Strait Islander students, students with disability, culturally and linguistically diverse students, LGBTQIA+ students, and students in regional, rural and remote areas).
  - Document any professional learning and development provided to school leaders and teaching staff (face-to-face, self-paced online, on the job).
  - Document RRE funding levels based on publicly available information.
  - Identify effective RRE delivery models and evidence gaps.
  - Provide recommendations for governments and relevant stakeholders.
2. A National Framework for Respectful Relationships Education including:
  - A rapid literature review of international evidence on best practice delivery of consent and respectful relationships education.
  - National stakeholder consultations to the development of the National Framework for Respectful Relationships Education.
3. Five reports (Rapid Review Preliminary Findings report, Final Rapid Review report, Preliminary Draft National RRE Framework report, Draft National RRE Framework report and Final National RRE Framework) on the project to the Department and the NRREEWG.

The project will be undertaken in two stages:

- Stage 1: A rapid review of the delivery of RRE in Australian schools.
- Stage 2: A National Framework for Respectful Relationships Education.

The project team will provide draft reports and present key findings at the end of each stage for consideration by the Department and the NRREEWG.

## **6. STAGE 1: RAPID REVIEW**

This report discusses findings from the first stage of the project, the rapid review of RRE delivery models currently used in Australian schools. Using an online survey, the aim of the rapid review has been to map how RRE programs are delivered in schools across Government, Independent and Catholic school sectors including whether programs are delivered by internal school staff or external providers, whether a whole-of-school approach is taken and whether there are specialist staff employed to support delivery. This mapping exercise has also sought to identify effective delivery approaches and evidence gaps, and document any relevant professional learning provided to school leaders and staff. It was beyond the scope of this study to critically review the individual programs reported on by participants.

### **6.1 Method**

The rapid review of RRE delivery models was conducted using an anonymous online survey, which invited school representatives to provide information on:

- Which programs are used in their schools to deliver RRE;
- Who delivers RRE programs in their schools (e.g., internal staff or external providers) and in which subject(s) they are delivered;
- Whether any changes have been made to the curriculum of RRE programs, including for different student populations;
- Whether their school adopts a whole-of-school approach to RRE; and
- Whether internal staff receive any professional learning and development for RRE.

The anonymous online survey first asked a series of school-level demographic questions in order to contextualise subsequent responses about RRE delivery. Respondents were then asked to list which program(s) were used to deliver RRE in their school. Respondents could nominate programs from a pre-populated list based on the RRE programs that were identified in the national stocktake and gap analysis of respectful relationships education materials and resources (see Pfitzner et al., 2022). This list of programs from the previous study are included

as Appendix A of this report. Respondents could also list programs that were not identified in the previous national stocktake and gap analysis. Survey questions on how RRE is delivered (by whom, in which subjects, and any adaptations made) were repeated for each individual program identified by a respondent. The survey included open-ended, single- and multiple-choice questions, and respondents could choose to answer or skip each question (the only question with a required response was on school jurisdiction). The survey was hosted online using Qualtrics and was open from 8 August to 1 September 2023. The survey tool is provided as Appendix B of this report.

### **6.1.1 Recruitment**

Participants were recruited by distributing information about the study and the survey link by email to education networks and organisations across Government, Independent and Catholic school sectors in Australia. Members of the NRREEWG also distributed the survey through their professional networks including the Education Departments for each state and territory government.

The rapid review survey was not designed to capture a representative sample of Australian schools as this was beyond the scope of the project. Rather, the survey was designed to be completed by representatives from schools across each sector (Government, Independent and Catholic), which could include individual school respondents or jurisdiction-level responses from government or education association representatives. As such, there were multiple ways in which schools and/or education representatives could contribute to the rapid review of RRE delivery models used in Australian schools.

At the time of data collection, several jurisdictions had measures in place to reduce school workloads. The South Australia Department for Education had restrictions against contacting individual Government schools for research participation and therefore a representative from the Department provided a systems-level response to the survey. A systems-level response was also provided by a representative from the South Australian Catholic school sector. The Western Australia Department of Education similarly had restrictions on survey requests for individual schools. In Victoria, the Department of Education was conducting a review of the State's mandated RRE curriculum that had included consultations with Government school representatives, and the Victorian Department of Education representative on the NRREEWG

provided a summary of the review findings to the research team directly. These various measures are evident in the distribution of survey responses across different Australian jurisdictions, detailed below.

### 6.1.2 Survey participants

After data cleaning and removal of blank or substantially incomplete responses (e.g., one or more demographic questions were answered but no questions on RRE delivery were answered), a total of 182 responses were retained for analysis. This included respondents across all states and territories including metropolitan, regional, rural and remote areas, from Government, Independent and Catholic education sectors, and from primary and secondary schools. Respondents most commonly worked in schools located in Tasmania (n=46) and New South Wales (n=35), however as noted above, there were restrictions in some jurisdictions for inviting schools to participate in research. Survey respondents' schools were primarily located in metropolitan (n=104) and regional areas (n=46). The distribution of respondents across different jurisdictions and locations is presented in Table 1.

*Table 1: Jurisdiction and location of respondents in the Rapid Review Survey*

<b>Jurisdiction</b>	<b>Frequency</b>
<b>Australian Capital Territory</b>	15
<b>New South Wales</b>	35
<b>Northern Territory</b>	17
<b>Queensland</b>	18
<b>South Australia</b>	8
<b>Tasmania</b>	46
<b>Victoria</b>	9
<b>Western Australia</b>	34
<b>Total (reported)</b>	182
<b>Location</b>	<b>Frequency</b>
<b>Metropolitan</b>	104
<b>Regional</b>	46
<b>Rural</b>	28
<b>Remote</b>	4
<b>Total (reported)</b>	182

Survey respondents most commonly represented schools from the Government sector (n=102). However, Independent schools (n=43) and Catholic schools (n=36) were also represented. There was relatively comparable distribution across primary schools (n=68),

secondary schools (n=52) and combined primary and secondary schools (n=56) with some representation from specialist or special needs schools (n=5). Across all respondents, the vast majority were from co-educational schools (n=164). This demographic data is detailed in Table 2 below, and a breakdown of school demographics by jurisdiction is provided in Appendix C.

*Table 2: Survey respondents' school sector and student populations*

<b>School sector</b>	<b>Frequency</b>
<b>Government</b>	102
<b>Independent</b>	43
<b>Catholic</b>	36
<b>Total (reported)</b>	181
<b>Education level</b>	<b>Frequency</b>
<b>Primary education</b>	68
<b>Secondary education</b>	52
<b>Combined primary/secondary</b>	56
<b>Specialist/Special needs education</b>	5
<b>Total (reported)</b>	181
<b>School type</b>	<b>Frequency</b>
<b>Co-educational</b>	164
<b>Single sex/gender</b>	16
<b>Other</b>	2
<b>Total (reported)</b>	182

### **6.1.3 Data analysis and interpretation**

The survey data was exported from Qualtrics and analysed using Excel. Descriptive statistical analysis was performed on the quantitative single- and multiple-choice responses to calculate respondents' endorsement of each response option. Given the small sample size, percentages are not presented below and tests of statistical significance have not been performed. As most survey questions were voluntary (i.e., except for the jurisdiction question, responses were not forced or required), there are varied reporting rates for many of the questions. This means that where frequencies are presented in the tables below, these will often total less than the number of overall survey respondents.

Qualitative data from open-ended questions were analysed thematically to identify key themes and patterns in the responses regarding RRE delivery, whole-of-school approaches, and professional learning and development. The results of this quantitative and qualitative analysis are presented in the following section of the report.

**A note the use and interpretation of data from the *Rapid Review Survey***

When considering data from the *Rapid Review Survey* in this report, it is important to be mindful that the number of survey responses received in each jurisdiction does not reflect the extent to which specific RRE programs are used in Australian schools. Some responses were provided by state and territory school sector representatives who reported on the delivery of RRE in schools at a systems-level. Other survey responses reported on the delivery of RRE at individual schools. This rapid review survey was not intended to be nationally representative and as the survey responses do not have equal weighting, the findings cannot be used to determine the prevalence of use of particular RRE programs in Australian schools. Further, it was beyond the scope of this rapid review to provide any critical assessment or evaluation of the specific programs identified in the survey. For a recent review and critical analysis of RRE programs used in Australian schools, please see Pfitzner et al. (2022).

## 7. KEY THEMES AND FINDINGS

The rapid review survey sought to map how schools deliver RRE differs amongst schools, school sectors and state and territory jurisdictions across Australia. The rapid review survey examines different aspects of RRE delivery including:

- Delivery models used in schools;
- Program adaptations for different school contexts and student cohorts;
- Implementation of whole-of-school approaches; and
- Professional learning and development.

The following discussion explores each of these aspects of RRE delivery.

### 7.1 Delivery model

Survey respondents listed a number of programs that were used to delivery RRE in schools and often reported delivering multiple programs in a single school. The programs identified by the survey respondents included those documented in the national stocktake and gap analysis (listed in Appendix A) as well as programs not included in the previous study. These additional programs are listed in Appendix D of this report. As noted in section 6, it was beyond the scope of the current project to provide a critical assessment of the program materials. For each program identified, the survey respondents were asked how the RRE program is delivered in schools, including whether the RRE program is delivered by staff internal to the school or external providers, the curriculum areas in which RRE program is delivered, and which year level(s) received RRE.

#### 7.1.1 Survey Results

##### *Responsibility for RRE delivery*

The survey sought to identify the roles responsible for delivering RRE across Government, Independent and Catholic school sectors in all Australian states and territories. Internal school staff were the most common group identified by the participants as being responsible for delivering RRE in schools. The survey data indicate that external providers are called on less to deliver RRE in schools and sometimes worked in partnership with internal staff to deliver RRE (see Table 6 and Figure 1).

The survey data also show that classroom teachers are predominantly responsible for delivering RRE in schools. However, the participants' responses indicate that a range of internal school staff can be involved in RRE underscoring the often collaborative nature of RRE delivery in schools. Survey respondents reported that classroom teachers frequently collaborate with school nurses, social workers and wellbeing or welfare coordinators (see Table 7 and Figure 2).

Table 2: Number of programs that were reported for delivery by internal school staff and external providers

Type of professional	Frequency
<b>Internal school staff only</b>	168
<b>External provider(s) only</b>	30
<b>Both internal and external</b>	27
<b>Total (reported)</b>	225

Figure 1: Delivery of programs by internal school staff and external providers, by number of reported programs

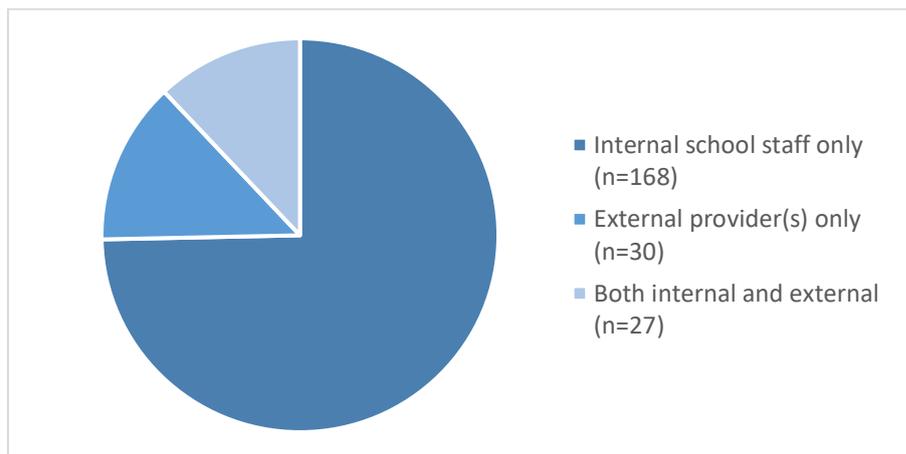
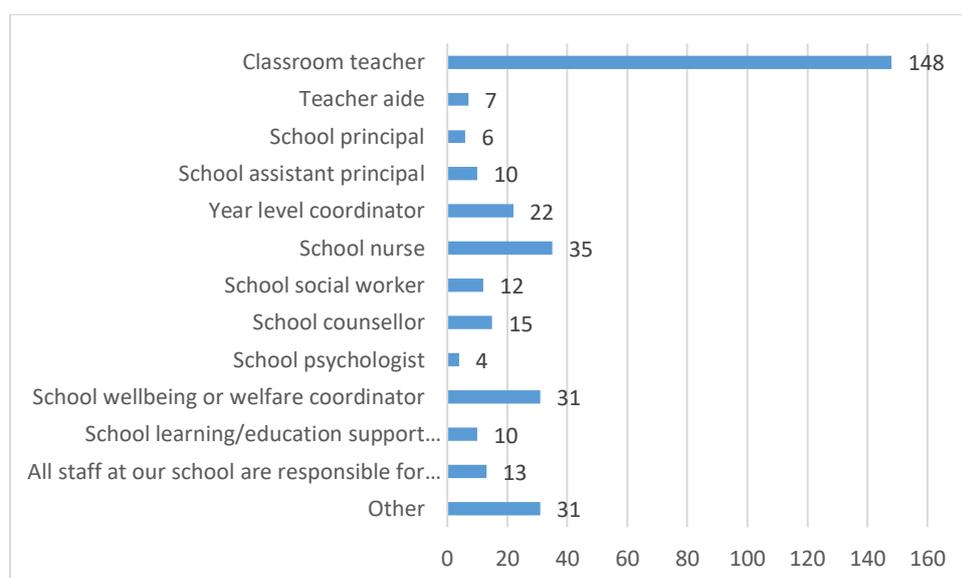


Table 3: Distribution of internal school staff who were identified as responsible for the delivery of RRE programs

Type of internal school staff	Frequency
Classroom teacher	148
Teacher aide	7
School principal	6
School assistant principal	10
Year level coordinator	22
School nurse	35
School social worker	12
School counsellor	15
School psychologist	4
School wellbeing or welfare coordinator	31
School learning/education support specialist or officer	10
All staff at our school are responsible for delivering the program	13
Other	31

Figure 2: Breakdown of internal school staff who deliver RRE, by number of reported programs



### **External providers involved in RRE delivery**

External organisations involved in delivering RRE in schools varied. The different sectors involved in working with schools to deliver RRE are listed below and individual providers named by respondents are listed in Appendix E. These external providers included educational institutions, non-Profit organisations, healthcare organisations and specialised

educational organisations. This list is limited to the reports provided by our respondents and should not be considered an exhaustive list of all organisations involved in RRE in schools.

- Healthcare organisations
- Educational institutions
- Non-Profit organisations
- Specialised educational providers

### ***Subjects in which RRE is delivered***

The findings show great variation in the subjects in which various RRE programs are delivered. Health and physical education was the most frequently mentioned subject for delivering RRE reported by the survey respondents. Pastoral Care was another subject area in which the survey participants reported that RRE is often taught. Participants also reported that some schools integrate RRE into various subjects like health, English and religious education. Other survey respondents said that RRE is being taught through cross-curricular learning or have their own dedicated timeslots. For example, one survey respondent mentioned that “We have adapted the content to fit with classes for cross curriculum purposes to ensure the learning is in context and purposeful.”

A small number of schools said that they integrate RRE programs into their school improvement plans under culture and wellbeing, thereby not restricting them to any specific subject but incorporating them as a part of the school's overall educational goals. Beyond core and specialised subjects, the participants responses suggest that RRE programs often find a place within broader initiatives focused on wellbeing and pastoral care.

In response to the question about in which subject(s) is the RRE program delivered in, survey respondents from two jurisdictions, South Australia and Victoria, noted that there are mandates are in place. In Victoria, all government schools are mandated to implement a whole-of-school approach to RRE to align with recommendation 189 of the Victoria Royal Commission into Family Violence (State of Victoria, 2016). Victorian government schools deliver RRE as part of the Health and Physical Education curriculum and are encouraged to use the *Resilience, Rights and Respectful Relationships* and *Building Respectful Relationships: Stepping Out against Gender-based Violence* teaching and learning materials provided by the Victorian Government (State Government of Victoria, 2023). The Victorian Government

provides support to schools implementing a whole-of-school approach to through the state's Respectful Relationships regional workforce. Currently over 1,950 Victorian Government, Catholic and Independent schools have signed on to the whole school approach (State Government of Victoria, 2023). In addition, since 2021 Victorian government schools have also been mandated to teach consent in an age-appropriate way to all students from Foundation to Year 12. Several survey respondents from South Australia noted that the *Keeping Safe: Child Protection Curriculum* (KS: CPC) is mandatory in all Government and Catholic schools. A system-level survey respondent from the Catholic school sector in South Australia also reported that Made in the Image of God program is the mandated Human Sexuality Education program for Catholic schools in the state.

### **7.1.2 Delivery Model: Discussion**

Taken together, the findings show that the primary responsibility for delivering RRE programs in schools lies with the internal school staff, emphasising their crucial role in student education and wellbeing. The survey data indicate that external providers have a role but are used less often than schools' internal resources. The survey data also revealed a multi-disciplinary approach to RRE delivery in schools. The participants responses indicate that the delivery of RRE in schools is a collaborative process involving a wide range of staff roles from classroom teachers to school nurses and welfare coordinators.

The findings demonstrate the varied ways in which RRE is integrated into the educational experience. Aligning with the Australian Curriculum Version 9.0, most schools opt to incorporate RRE programs into their Health or Health & Physical Education curriculum. However, variability in program delivery was also apparent with some schools incorporating RRE into wellbeing and pastoral care programs and others establishing standalone RRE classes. The diversity in RRE implementation and delivery models used in schools suggests that schools are tailoring programs based on their unique educational philosophies and resources. The data point out that there is no one-size-fits-all approach. What works in one school setting may differ in another, suggesting the need for adaptability and context-aware strategies for effective RRE delivery.

## 7.2 Tailored RRE delivery

Participants were asked to report any adaptations to RRE curriculum and/or tailored approaches to delivery for different student cohorts. The survey data suggest that curriculum adaptations were quite common in the delivery of programs in all types of schools surveyed (see Table 8). The reasons for adaptation have been divided into two categories: the selection of activities and time constraints. In the selection of activities, participants reported that they would scan multiple resources to decide which activity they would use rather than run through a whole program. The selection of activities was further divided into two sub-categories: meeting the needs and not being purpose built.

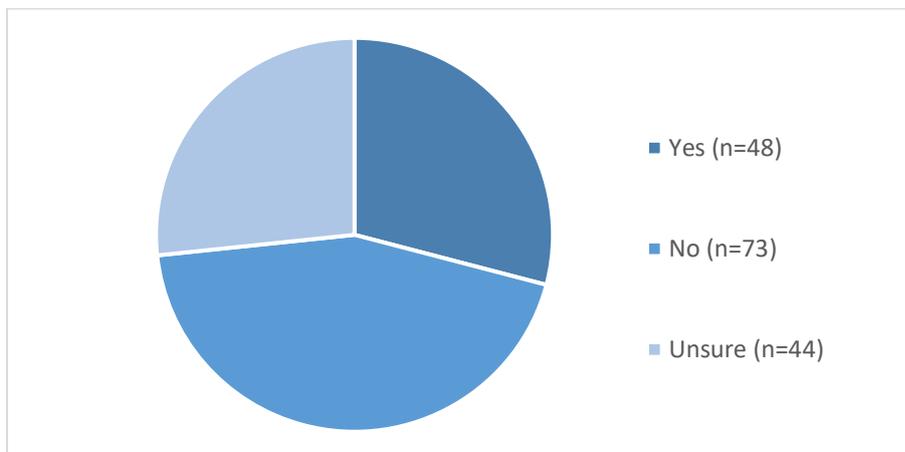
### 7.2.1 Survey Results

The survey data indicates that curriculum adaptations are quite common in the delivery of RRE programs in all types of schools surveyed (see Table 8 and Figure 3).

Table 4: Survey respondents who reported making any changes to RRE program curriculum

Adaptations made to program curriculum	Frequency
Yes	48
No	73
Unsure	44
<b>Total (reported)</b>	<b>165</b>

Figure 3: Number of reported adaptations made to a program curriculum, by respondent



The survey respondents' reasons for adaptation are presented below in two categories: the selection of activities and time constraints.

### ***Selection of activities***

Survey respondents stated that they would 'pick and choose' activities from resources so they could deliver an appropriate program for their cohorts. They deemed that whole resources did not necessarily meet the needs of the school. These needs included:

- To meet curriculum requirements
- Differentiation for students' age and capabilities
- Staff capabilities to deliver materials
- Inclusion of religious messaging
- Purposeful content that is relevant and appropriate
- Ability to educate other audiences, specifically early childhood settings, parents and families.

The other concern participants had for selecting activities, rather than using the whole program, was that the resources are not purpose built. Schools have differing needs that the resources do not meet. These needs included:

- Staff capabilities and availabilities
- Student capabilities and diverse needs
- Lack of flow and gaps in selected resource
- Need for most recent and more relevant material for students to better engage with the materials including online spaces, recent statistics and outside presentations
- Need for culturally appropriate language and examples in resource materials
- Multiple resources needed to cover all topics
- School units constantly changing and needing to update
- Not all lessons are needed or valued by the school.

Participant responses showed clearly that teaching in this area requires teachers to draw on a broad range of the current resources to build a unit of work. They may use one resource to guide their curriculum, however, they may also manipulate multiple resources to ensure a comprehensive program to suit the needs of their school environment. One participant described their use of a resource as finding ideas rather than adopting it as a program.

### ***Time constraints***

Time constraints are the other critical aspect that influenced participants to adapt resources. In some cases they were tasked with developing a whole day program, which needed to accommodate the availability of outside providers and ensure that the school had enough staff who were capable of teaching the range of material required to meet curriculum needs. Other participants reported that they only had limited time and had to decide how to best use the time they had, for example in homeroom, tutor groups or pastoral care sessions. Other participants were tasked with developing lessons and could only choose the most relevant activities for the amount of time they had. The participants explained that student behaviour was also an issue determining how long lessons could be scheduled; they had to consider how they could best deliver content while keeping students engaged.

The survey respondents also reported that they adapted programs for particular student cohorts (see Table 9 and Figure 4). Overwhelmingly the student groups that required tailoring of programs were:

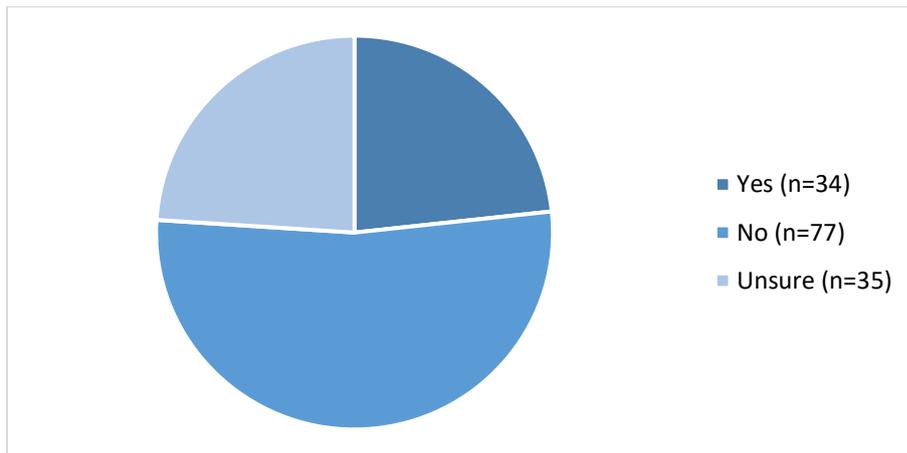
- LGBTIQ+ students
- Aboriginal and Torres Strait Islander students
- Students with disabilities/learning difficulties
- Students from migrant and refugee communities or for whom English is an additional language (EAL).

Schools also often described tailoring their programs for specific year levels to differentiate for different age groups. The transition from primary to secondary school was seen as important by some respondents.

*Table 5: Survey respondents who reported making any adaptations to programs for specific student cohorts*

<b>Cohort adaptations</b>	<b>Frequency</b>
<b>Yes</b>	34
<b>No</b>	77
<b>Unsure</b>	35
<b>Total (reported)</b>	146

Figure 4: Number of reported adaptations made for specific student cohorts, by respondent



Modifications for these groups included the need for:

- Simpler language
- More visual materials
- Less written requirements for students
- More interactive or hands-on activities
- Shorter or condensed lessons
- Physical adjustment to teaching spaces
- More inclusive language and examples of gender and sexuality (e.g., using a wider range of relationships as examples)
- Adjusting content to be context specific (e.g., for remote settings)
- Adjusting content and language to be culturally sensitive and appropriate
- Student-developed content or materials (e.g., with Aboriginal and Torres Strait Islander students)
- Delivering content with others (e.g., school wellbeing and/or counsellor, teacher assistants, principles and external presenters or support workers)

### 7.2.2 Tailored RRE Delivery: Discussion

Participants appear to be selecting activities to better meet the needs of their school. As resources are not seen as purpose built and there are time constraints on teaching RRE, participants are having to modify and adapt resources. Most of the modifications are made for Aboriginal and Torres Strait Island students and students with disabilities/learning

difficulties. These modifications, when not included in programs, could place significant burdens on those who are developing units/lessons in schools.

### **7.3 Whole-of-school approaches**

Participants were asked to indicate if and how RRE was delivered in schools using a whole-of-school approach. They were provided with the Our Watch model for whole-of-school RRE delivery and asked to report on any schools delivering RRE using whole-of-school principles, and to describe how they are doing this. The Our Watch whole-of-school approach to RRE views schools as microcosms of society and consists of six components:

- Teaching and Learning;
- Professional Learning;
- Leadership and Commitment;
- School Culture and Environment;
- Families and Communities; and
- Support for Staff and Students.

This integrated approach is illustrated in the following diagram:

Figure 5: Our Watch whole-of-school approach. <https://education.ourwatch.org.au/a-whole-of-school-approach/>



### 7.3.1 Survey Results

The following section discusses the whole-of-school approaches to RRE reported by the participants. It introduces the approach and goes on to discuss each of the six components.

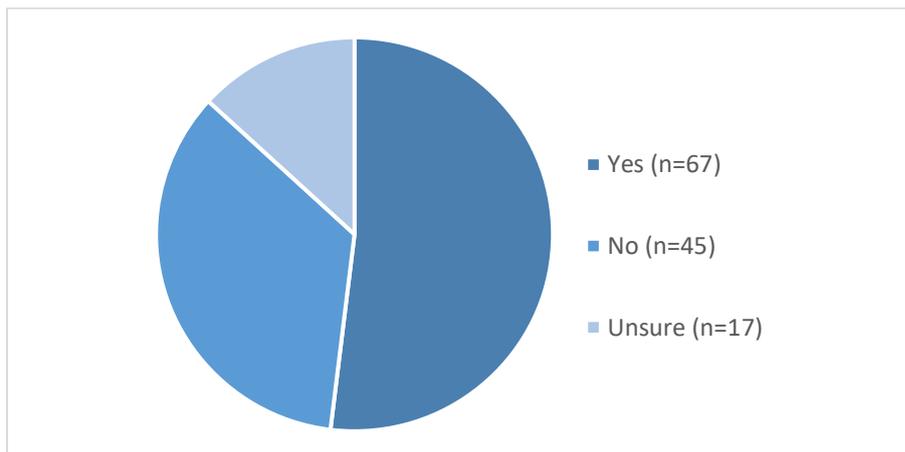
Just over half of the participants indicated that their school adopts a whole-of-school approach to RRE (n = 67, see Table 10 for more information). Of the 67 survey respondents that said that their school adopts a whole-of-school approach to RRE, only 15 reported activities that addressed all six components of the Our Watch whole-of-school model. This reflects the findings of the national stocktake and gap analysis of RRE materials and resources undertaken by our team on behalf of the Australian Government in 2022. Stakeholder consultations conducted as part of the gap analysis in this project revealed that despite strong support for whole-of-school approaches and recognition of the benefits of such approaches, few schools had implemented comprehensive whole-of-school approaches (Pfitzner et al.,

2022). Of these 15 survey respondents, the formality and rigor of the reported evaluation activities ranged from school meetings and informal check-ins among school staff to surveys of parents and school staff as well as assessments rubrics. This aligns with the previous research findings from the national stocktake and gap analysis project about the need to strengthen evaluation practice (Pfitzner et al., 2022).

Table 6: Survey respondents who reported use of whole-of-school approaches to RRE in schools

Does your school adopt a whole-of-school approach to RRE?	Frequency
<b>Yes</b>	67
<b>No</b>	45
<b>Unsure</b>	17
<b>Total (reported)</b>	129

Figure 6: Number of respondents who reported use of whole-of-school approaches to RRE



### **Teaching and Learning**

As discussed in section 7.1.4, the survey respondents most commonly reported that RRE was embedded in health and physical education curriculum. This aligns with the approach taken in the Australian Curriculum Version 9.0. Some survey respondents also said that they incorporated RRE in social and emotional learning strategies and positive behaviour lessons.

### ***Professional Learning***

The survey data indicate that there is varied engagement in professional learning by school staff. Some participants said that all school staff engage in RRE related professional learning while others said only HPE and PDHPE staff or those involved in classroom delivery undertake this professional learning. South Australian participants noted that training is mandatory for all staff delivering the KS:CPC. Where external programs are used in schools, some survey respondents said that staff are required to attend bespoke training to become authorised program facilitators. One participant said that their school was embedding RRE into their professional learning framework and developing a community of practice in teaching RRE. This institutional commitment to ongoing professional learning is a promising example.

### ***Leadership and Commitment***

Survey respondents reported varied levels of commitment and support from school leadership. For some schools, leadership commitment to RRE comprised school leaders modelling respectful behaviour and enabling staff to participate in professional learning. For other schools, leadership and commitment to RRE was demonstrated through the incorporation of RRE into institutional policies and processes. This included the development of RRE implementation plans and whole-of-school strategies, building RRE into business plans and performance outcomes frameworks and, whole-school planning and policy decisions. Some participants reported that commitment by school leadership was shown through the elevation of accountability for RRE to school leadership teams, by actions such as having a dedicated RRE position on the school leadership team or senior school staff leading and/or delivering RRE. Another participant said that commitment was demonstrated by their school leadership explaining the purpose and aims of RRE to the staff when an RRE program was introduced to their school to address an identified issue.

### ***School Culture and Environment***

The survey data show that a range of approaches are taken by schools to embed RRE into school cultures and environments. Participants reported examples of RRE principles being embedded in school values, behaviour expectations and codes of conduct for staff and students. One survey respondent said that the importance of RRE is reflected in events held

by their school to mark national days of action and another respondent said that their school holds mental health expos. Several participants said that equitable and respectful language is used in all school communication. Other survey respondents said that gender equitable and respectful cultures are established through teachable moments and by challenging gender stereotypes. One participant said that culture change in their school was evidenced by RRE becoming part of routine discussions among staff following professional learning.

### ***Families and Communities***

Participants' reports about school engagement with families and communities in RRE primarily centred on providing information through newsletters, online platforms and other written materials. Examples of more active engagement involved annual meetings, information evenings and wellbeing sessions with families, and in one instance PDHPE staff partnering with parents/carers on RRE delivery. Another participant reported a multi-pronged approach to involving families that comprised engagement via a Parents & Citizens Board, parent surveys, parent information sessions and, a student support portal and handbook for parents.

### ***Support for Staff and Students***

A few survey respondents said that their schools provided RRE support for students via teacher aides and assistants, school social workers and in one instance a wellbeing dog. One survey respondent said that students are supported by an external agency. A couple of participants also said that their school established teacher support teams for both staff and students. A survey respondent from South Australia reported that the state's education department provides a KS: CPC support team for teachers and schools.

A few survey responses suggested that some schools take a trauma-informed approach to RRE. For example, one participant said that their school engaged in trauma aware practice, such as actively identifying triggered students during lessons and discussing potentially triggering content with known students and their families prior to sessions. Other reported strategies included the establishment of policies and procedures for managing student and staff disclosures, developing referral protocols, and individualised case management for students and staff affected by domestic violence.

### **7.3.2 Whole-of-school: Discussion**

Taken together the survey data indicate that comprehensive whole-of-school approaches that encompass all six aspects of the Our Watch model are uncommon in Australian schools. The reasons for the absence of such approaches were not asked in the current survey but previous research suggests that the ability of schools to implement fully developed whole-of-school approaches is often restrained by practice and policy issues (Pfitzner et al., 2022). The survey data show that engagement with families and communities together with school culture and environment were aspects of the Our Watch approach that are less commonly addressed by schools. This echoes the findings of the 2022 National Stocktake and Gap analysis of respectful relationships education programs and resources in which greater engagement with parents and carers was identified as a critical gap in establishing sustainable whole-of-school community approaches to RRE (Pfitzner et al., 2022).

## **7.4 Professional learning and development**

The survey enquired about RRE related professional learning and development (PLD) content and delivery modes provided to staff. The following information represents data on delivery, frequency and content of RRE professional development for school staff.

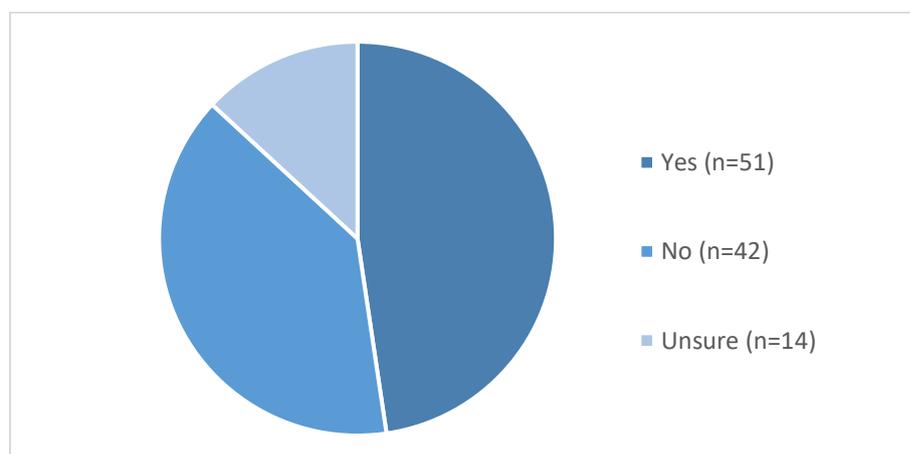
### **7.4.1 Survey Results**

Just under half of the survey respondents said that they had participated in RRE professional learning and development (see Table 11).

Table 7: Professional learning and development for the delivery of RRE, by survey respondent

Do staff at your school receive professional learning and development for RRE?	Frequency
Yes	51
No	42
Unsure	14
<b>Total responses</b>	<b>107</b>
Delivery format of professional learning and development, among those who reported any PLD	
In-person	27
Online	3
Hybrid	15
Other	3
Frequency of professional learning and development, among those who reported any PLD	
PLD for RRE is offered on an annual basis	15
PLD for RRE is offered each year to new staff	4
PLD for RRE was offered as a once-off	10
Other	19

Figure 7: Number of respondents who reported school staff receive professional learning and development for RRE



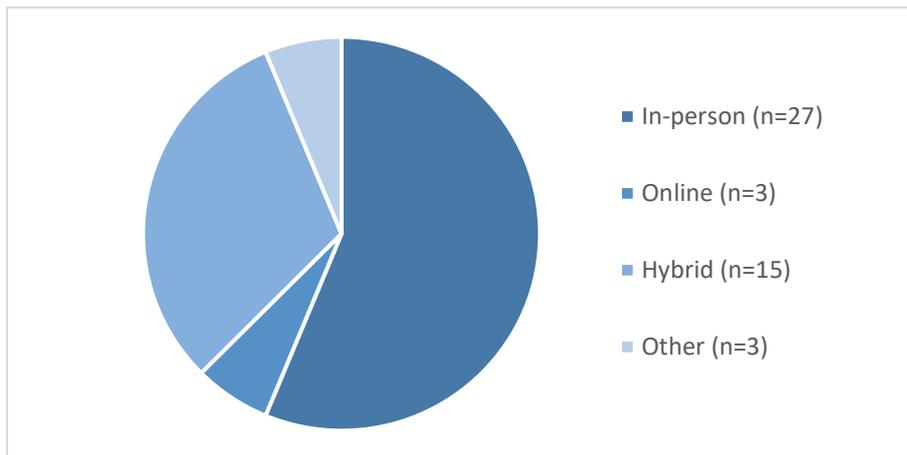
### **Delivery of RRE professional learning and development**

Providers of RRE professional learning and development ranged from state and territory education department staff, Catholic Education Office staff, internal school staff to organisations external to the school. Some teachers reported self-sourcing their own RRE

professional learning. The staff in schools who deliver RRE professional learning included wellbeing coordinators, lead teachers or school principals.

The survey data indicate that professional learning and development for RRE is primarily delivered in-person, either through presentations or full-day workshops, online or hybrid (i.e., a mixture of in-person and online) (see Table 11).

Figure 8: Delivery format of professional learning and development for RRE, among those who reported any PLD.

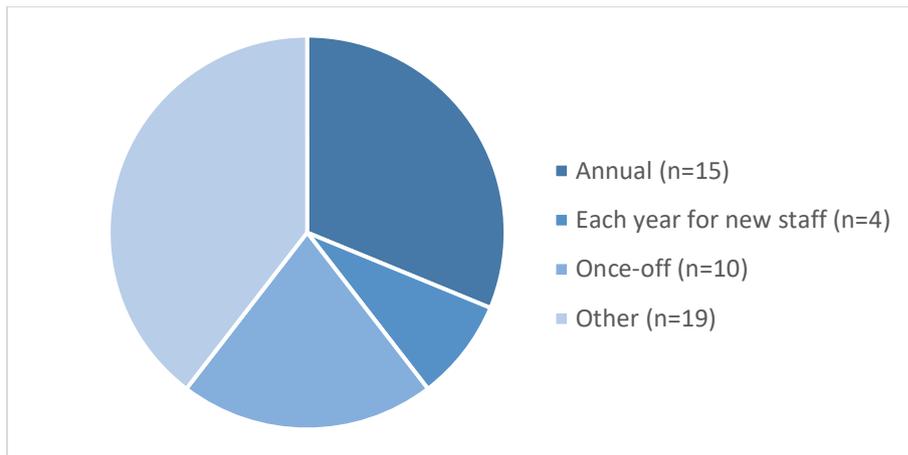


### **Frequency**

The frequency of the professional learning and development varied (see Table 11). Survey data show that in some cases professional learning and development is offered as a once-off session to school staff, while in other cases it is provided each school term, annually or once every two years for new staff and/or existing staff.

One participant mentioned that RRE professional learning and development is available to school staff all year round. Others said that professional learning is not available to staff or only available to certain staff, such as wellbeing staff and/or health and physical education teachers. Some mentioned that professional learning is provided as needed by staff, while other participants said that they initiated their own attendance at professional learning.

Figure 9: Frequency of professional learning and development for RRE, among those who reported any PLD.



### **Duration**

The duration of the professional learning and development sessions undertaken by survey participants ranged from 40-minute presentations to full-day, 10-hour or 2 to 3-day workshops. Some survey respondents mentioned that duration varies depending on the mode of delivery. They said that online professional learning was typically offered as repeated 2-hour sessions while in-person professional learning and development can be undertaken over 6-hours to 1 day. Staff who participated in professional learning and development and follow up consultation sessions reported attending whole-day workshops for initial professional learning, followed by 1-hour consultation meetings.

## **Content**

A wide range of content was covered in the professional learning and development including:

- Respectful relationships
- Law and legislative framework
- Student wellbeing, development and behaviour
- Values and attitudes
- Pornography and sexting
- Sexuality and sexual health
- Gender, diversity and equity
- Domestic violence education
- Consent education
- Body systems
- Protective behaviours
- Mandatory reporting
- Employee Assistance Programs
- Appropriate and in appropriate touching
- Types of relationships and boundaries within relationships
- Trauma-informed practice
- Understanding abuse including physical, sexual, emotional, neglect, domestic and family violence
- Whole-of-school RRE implementation
- Communicating with parents and caregivers
- Information about specific RRE program content, structure, implementation, activities and data collection and analysis
- How to deliver RRE programs within curriculum
- How to talk to students about sensitive topics

- How to conduct incidental conversations with students about consent and respectful relationships.

Some respondents indicated that they are yet to participate in professional learning and development or plan to implement professional learning. In these cases, the intended content of the professional learning was unclear. Some mentioned that professional development had focused on educating staff about the focus and importance of RRE in schools. Others said they were taught pedagogical skills, provided with ideas for student assessment and strategies to manage challenging situations when delivering RRE to students. A few respondents mentioned professional development to learn how RRE fits within existing school frameworks.

One respondent said that professional learning had focused on: “What is RRE, why it is important, the goal for RRE in schools, a brief overview of simple changes that can be made by teachers to begin implementing RRE.”

#### **7.4.2 Professional learning and development: Discussion**

The person responsible for delivering the professional learning and development for RRE to the school staff appears to vary quite significantly between schools. For example, some participants mentioned that a trained staff member from the Catholic Education Office delivers the training while others mentioned that Department of Education staff deliver it. The frequency and duration of professional learning also differs greatly between schools, from one-off sessions to repeated annual sessions, while duration varies from less than one hour to professional learning delivered over 3 days. The content covered in RRE in schools encompasses respectful relationships and consent education, gender, sexuality and sexual health, abuse and family violence, trauma-informed practice, and details about the delivery and content of specific RRE programs or approaches with students.

## 8. KEY TAKEAWAYS

- The survey findings show that responsibility for delivering RRE lies predominantly with school staff. Three quarters of the programs (n = 168) documented by the survey respondents were identified as being delivered by internal school staff. This confirms the necessity of equipping teachers and school staff with the knowledge and skills to confidently deliver RRE.
- Health and physical education is the subject area most commonly used to deliver RRE in schools. This points to the need to embed RRE skills in pre-service training to ensure that HPE teachers are classroom ready to deliver RRE.
- Around one third of the survey participants said that they adapted RRE programs to fit their school context and school communities. This reflects Australian research evidence that school context and school community matter when it comes to implementing a whole-of-school approach to RRE (Keddie & Ollis, 2020). This finding demonstrates the importance of ensuring that RRE teaching and learning materials are adaptable, culturally relevant and appropriate for different school contexts and communities.
- Only around one in five of the survey respondents said that their school implements a comprehensive whole-of-school approach that addresses all six elements of the Our Watch whole-of-school model. This finding highlights the need for funding to support schools to implement a comprehensive whole-of school approach.
- Evaluation was the least commonly addressed aspect of Our Watch's six element whole-of-school model. This demonstrates the need to support and resource schools to strengthen their evaluation capacity and enable continuous improvement of RRE.
- Just under half of the survey respondents said that they had participated in RRE professional learning and development. The research evidence shows that professional learning and development builds teacher competence, confidence, comfort and commitment to deliver RRE (Kearney et al., 2016; Our Watch, 2021; Joyce et al., 2018; Harrison & Ollis, 2015; Ollis, 2013, 2014). It is also an essential element of implementing a whole-of-school approach (Our Watch, 2021). This finding together with recent research (Pfitzner et al., 2022) illustrates the urgent need to strengthen

the capability of the education workforce to deliver RRE through professional development and learning.

## 9. NEXT STEPS

The Rapid Review and National Framework for Consent and Respectful Relationships Education comprises of two stages:

### **Stage 1: Rapid Review Survey**

This report discusses the findings of an online survey that mapped how RRE programs are delivered in Australian schools across Government, Independent and Catholic school sectors. This is the first step in the Rapid Review and National Framework for Consent and Respectful Relationships Education (CRRE) project.

### **Stage 2: A National Framework for Respectful Relationships Education**

The second stage of this project involves the development of a National Framework for Respectful Relationships Education (RRE Framework). The RRE Framework will be developed using a two-phase process to research and identify the characteristics of best practice delivery of consent and respectful relationship education:

**Phase 1:** The first phase will consist of a rapid literature review which together with the key findings from the rapid review of Australian RRE delivery models in Stage 1 will provide the evidence base for the Framework.

**Phase 2:** The Second phase will consist of a series of consultation workshops that will test and refine the Framework with key stakeholders. The consultations will be conducted in two rounds. The first round of consultations will be carried out with respectful relationships, consent, sexuality and relationships education experts. The second round of consultations will involve educators and other professionals that support delivery of RRE to:

- Aboriginal and Torres Strait Islander students
- LGBTQIA+ students
- Students with disability

- Students from culturally and linguistically diverse backgrounds
- Students in regional, rural and remote areas

The second round of community-focused consultations are intended to fill evidence gaps about placed-based and context appropriate RRE through a strengths-based approach.

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## 11. Appendix A: RRE programs identified in the national stocktake and gap analysis final report

These programs were previously identified through the Australian Government-funded National Stocktake and Gap Analysis of Respectful Relationships Education research project, which was conducted by the Monash Gender and Family Violence Centre team between 2021-2022.

This project concluded that approaches to RRE varies across Australian jurisdictions and school contexts, and that programs tend to fall into one of the following broad categories:

- RRE focused on preventing gender-based violence;
- Relationships and sexuality education;
- Social and emotional learning; and
- Personal safety.

The full report from that project is available here: <https://www.education.gov.au/student-resilience-and-wellbeing/resources/respectful-relationships-education-australia-final-report>

### RRE focused on preventing gender-based violence

Organisation	Program	Jurisdiction
<b>Briony O’Keeffe, Fitzroy High School feminist collective</b>	Fightback: addressing everyday sexism in Australian schools	Victoria
<b>Briony O’Keeffe with funding from the Dugdale Trust</b>	Rosie in the Classroom	National
<b>CASA House Melbourne</b>	Sexual Assault Prevention Program in Secondary Schools (SAPPS) (2009)	Victoria
<b>Maree Crabbe, It’s Time we Talked</b>	It’s Time we Talked	National
<b>National Association for Prevention of Child abuse and Neglect (NAPCAN)</b>	Love Bites (15-17 years) & Love Bites Junior (11-14 years)	National
<b>New South Wales Government</b>	Child Protection and Respectful Relationships Education: Teaching and learning resources	New South Wales
<b>New South Wales Government</b>	Child Protection and Respectful Relationships Education: Life Ready Course	New South Wales
<b>Victorian Government</b>	Resilience, Rights and Respectful Relationships	Victoria
<b>Victorian Government</b>	Building Respectful Relationships - Stepping out against gender-based violence	Victoria
<b>Tasmanian Government</b>	Respectful Relationships Education: Teaching and Learning Package	Tasmania

<b>Western Australian Government</b>	RELATE: Respectful Relationships Education Program This program comprises of the following resources: RELATE: Respectful relationships program – Stage 1 RELATE: Respectful relationships program – Stage 2 RELATE: Respectful relationships program – Stage 3	Western Australia
<b>Queensland Government</b>	Respectful Relationships Education Program (RREP)	Queensland
<b>R4Respect</b>	R4Respect	Queensland
<b>White Ribbon Australia</b>	Breaking the Silence	National

## Relationships and sexuality education

Organisation	Program	Jurisdiction
<b>Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University</b>	The Practical Guide to Love, Sex and Relationships	National
<b>Body Safety Australia</b>	Unique You Relationship and Sexuality Education	National
<b>Body Safety Australia</b>	Naked Truths	National
<b>Sexual Health Vic (formerly Family Planning Victoria)</b>	Relationships and Sexuality Education - Family Planning Victoria	Victoria
<b>SHINE SA with the South Australian Government</b>	Focus Schools Program - Year 7 Teacher Resource 2021	South Australia
<b>SHINE SA with the South Australian Government</b>	Teach it like it is	South Australia
<b>Victorian Government</b>	Catching On Early	Victoria
<b>Victorian Government</b>	Catching On Later	Victoria

## Social and emotional learning

Organisation	Program	Jurisdiction
<b>Body Safety Australia</b>	Over the Rainbow	National
<b>eSafety Commission</b>	The YeS Project	National
<b>Northern Territory Government</b>	Northern Territory Social and Emotional Learning	Northern Territory

## Personal safety

Organisation	Program	Jurisdiction
<b>Body Safety Australia</b>	Our Body Safety Superstars	National
<b>Catholic Education, Diocese of Wollongong (CEDoW)</b>	CEDoW Life to the Full: A framework for Respectful Relationships, Child Safety & Human Sexuality in a Catholic Context	New South Wales
<b>South Australian Government</b>	Keeping Safe: Child Protection Curriculum	National

## 12. Appendix B: Rapid Review Survey tool

### Delivery of Respectful Relationships Education in Australian Schools – Online survey

**Monash University Human Research Ethics Committee (MUHREC) project number:** 39446

**Chief Investigator:** Dr Naomi Pfitzner (Monash University)

Monash Gender and Family Violence Prevention Centre

Faculty of Arts, Monash University

Phone: (03) 9905 2616

Email: [naomi.pfitzner@monash.edu](mailto:naomi.pfitzner@monash.edu)

Please read this [Explanatory Statement](#) in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the Chief Investigator via the contact details listed above.

#### What is this survey about?

You are invited to participate in a research project being conducted by a team from Monash, Deakin and Queensland Universities that aims to identify and map how respectful relationships education (RRE) is currently being delivered in Australian schools. In this survey, you will be asked a series of questions about what RRE program your school uses and how that RRE program is provided to students.

#### Participation

We expect this survey will take around 25 minutes to complete. Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to skip any questions that you would not like to answer, and you can stop the survey at any time. Whilst you may exit the survey at any stage, any responses that you do complete will not be able to be withdrawn, however, the survey is anonymous and at no stage will the researchers be able to identify you.

#### Confidentiality

Your survey answers will be sent to a link at Qualtrics where data will be stored in a password protected electronic format. Qualtrics does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

#### Consent Information

By clicking “I consent to participating in this research”, you are indicating that:

- You have read the above information, including the Explanatory Statement, in full
- You voluntarily agree to participate
- You are 18 years of age or older
  - I consent to participating in this research -> *proceed to Q1*
  - I do not consent to participating in this research -> *skip to end of survey*

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### Information about your school

We would like to know about where you work and your role in order to gain some insight into different school practices and experiences across Australia. The following questions are about your school.

1. What jurisdiction is your school located in? \*required response
  - Australian Capital Territory
  - New South Wales
  - Northern Territory
  - Queensland
  - South Australia
  - Tasmania
  - Victoria
  - Western Australia
  
2. Which of the following best describes where your school is located?
  - Metropolitan
  - Regional
  - Rural
  - Remote
  
3. What sector does your school operate in?
  - Government
  - Independent
  - Catholic
  
4. What education level does your school provide?
  - Primary education
  - Secondary education
  - Combined primary and secondary education
  - Specialist/Special needs education
  
5. Is your school:
  - Co-educational (mixed gender)
  - Single sex/single gender
  - Other (please specify) [Open text box]
  
6. What is your professional role at your school? Select all that apply.
  - Classroom teacher
  - Teacher aide
  - School principal
  - School assistant principal
  - Year level coordinator
  - School nurse
  - School social worker
  - School counsellor
  - School psychologist
  - School wellbeing or welfare coordinator
  - School learning/education support specialist and officers
  - Other (please specify) [Open text box]

### Information about your program

Now we would like to ask you some questions about the respectful relationships education (RRE) program delivered at your school.

RRE can be delivered in many different ways in schools. You might teach it in sexuality and relationships education, health education, pastoral care, positive behaviours, or by using a dedicated RRE program.

7. Which program(s) does your school provide as RRE for students? Select all that apply.  
Note: The programs listed were identified in the recent National Stocktake and Gap Analysis of RRE resources and programs in Australia. The final report from that research is available from [the Department of Education website](#).
- Breaking the Silence (White Ribbon)
  - Building Respectful Relationships - Stepping out against gender-based violence (Vic Government)
  - Catching On Early (Vic Government)
  - Catching On Later (Vic Government)
  - CEDoW Life to the Full: A framework for Respectful Relationships, Child Safety & Human Sexuality in a Catholic Context
  - Child Protection and Respectful Relationships Education: Teaching and learning resources (NSW Government)
  - Child Protection and Respectful Relationships Education: Life Ready Course (NSW Government)
  - Fightback: addressing everyday sexism in Australian schools
  - It's Time We Talked
  - Keeping Safe: Child Protection Curriculum (SA Government)
  - Love Bites (NAPCAN)
  - Love Bites Junior (NAPCAN)
  - Naked Truths (Body Safety Australia)
  - Northern Territory Social and Emotional Learning (NT Government)
  - Our Body Safety Superstars (Body Safety Australia)
  - Over the Rainbow (Body Safety Australia)
  - RELATE: Respectful Relationships Education Program (WA Government)
  - Relationships and Sexual Health Education Focus Schools Program (SHINE SA)
  - Relationships and Sexuality Education (Family Planning Victoria/Sexual Health Vic)
  - Resilience, Rights and Respectful Relationships (Vic Government)
  - Respectful Relationships Education Program (QLD Government)
  - Respectful Relationships Education: Teaching and Learning Package (Tas Government)
  - Rosie in the Classroom
  - R4Respect (YFS)
  - Sexual Assault Prevention Program in Secondary Schools (CASA House)
  - Teach it like it is (SHINE SA)
  - The Practical Guide to Love, Sex and Relationships (La Trobe University)
  - The YeS Project (eSafety Commission)
  - Unique You Relationship and Sexuality Education (Body Safety Australia)
  - Other

8. *[Display if "Other" selected at Q7]* You have indicated that your school uses an RRE program(s) that was not included in the list from the previous question. Please specify the name(s) of the RRE program(s).

Note: This project is focused on RRE programs. A program refers to an educational teaching and learning package that involves sequenced learning intentions, describes activities to develop the intentions, identifies expected capabilities, provides assessment criteria as well as related teaching and learning materials.

[Open text box]

9. Please provide the program manual, curriculum, teaching and learning packages or similar documents to enable the research team to learn more about how RRE is taught in your school. If you have more than 3 documents to share, please email them to the project email address: RRE@monash.edu
- I have a document I can share -> *[File upload option]*
  - I have a website I can share [Open text box]

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*Researcher note: The following block of questions on RRE delivery was repeated for each program selected at Q7.*

#### **Follow-up questions**

The following questions are about how your school delivers the *[PROGRAM NAME]* program.

10. Has your school made any adaptations to the RRE program curriculum or materials? For example, changes to the format, content, flow, length, and/or delivery mode.
- Yes
  - No
  - I'm not sure
11. *[Display if "Yes" selected at Q10]* Please provide a summary of the adaptations your school has made. For example, changes to the format, content, flow, length, and/or delivery mode.  
[Open text box]
12. Has your school tailored the program curriculum or content for any student cohorts? For example, LGBTQIA+ students, students with disability or additional needs, Aboriginal and Torres Strait Islander students, or culturally and linguistically diverse students.
- Yes, please specify which student group(s). [Open text box]
  - No
  - I'm not sure
13. *[Display if "Yes" selected at Q12]* Please provide a summary of the tailored changes for delivery your school has made for this student cohort(s).  
[Open text box]
14. Which year level(s) receive the RRE program at your school? Select all that apply.
- Foundation / Prep
  - Year 1
  - Year 2
  - Year 3
  - Year 4

- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

15. In which subject(s) is the RRE program delivered in?  
[Open text box]

16. Who delivers this RRE program at your school? Select all that apply.

- Internal school staff
- External provider(s)

17. *[Display if "Internal school staff" selected at Q16]* Which internal school staff are responsible for the program's delivery? Select all that apply.

- Classroom teacher
- Teacher aide
- School principal
- School assistant principal
- Year level coordinator
- School nurse
- School social worker
- School counsellor
- School psychologist
- School wellbeing or welfare coordinator
- School learning/education support specialist and officers
- All staff at our school are responsible for delivering the program
- Other (please specify) [Open text box]

18. *[Display if "External provider(s)" selected at Q16]* Please list the organisation name and sector type of the external provider who delivers the RRE program at your school.  
[Open text box]

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### **Whole-of-school approaches to RRE**

Now we would like to ask you some questions about whether your school adopts a whole-of-school approach to RRE.

Whole-of-school approaches view schools as microcosms of society and have six components: Teaching and Learning, Professional Learning, Leadership and Commitment, School Culture and Environment, Families and Communities, and Support for Staff and Students. These are illustrated in the following diagram:



Figure 1: Components of a whole-of-school approach to respectful relationships education for preventing gender-based violence. Taken from [the Our Watch education resource hub](#).

19. Does your school adopt a whole-of-school approach to RRE?

- Yes
- No -> skip to Q21
- I'm not sure

20. Please explain your school's approach to each of these whole-of-school aspects, if applicable. Please only comment on the aspects that you believe your school is addressing and indicate how.

- Teaching and learning [Open text box]
- Professional learning [Open text box]
- Leadership and commitment [Open text box]
- School culture and environment [Open text box]
- Families and communities [Open text box]
- Support for students and staff [Open text box]

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### Professional learning and development for RRE

Now we are interested in information about any professional learning and development that staff at your school might receive for delivering RRE.

21. Do staff at your school receive any professional learning and development relating to the delivery of RRE?

- Yes
- No -> skip to Q27

- I'm not sure

22. Who delivers this professional learning and development for RRE to your school staff?  
[Open text box]

23. How frequently is this professional learning and development provided to your school staff?

- RRE professional learning and development is offered on an annual basis.
- RRE professional learning and development is offered each year to new staff.
- RRE professional learning and development was offered as a once off to school staff.
- Other (Please specify) [Open text box]

24. How is this professional learning and development delivered?

- In-person
- Online
- Hybrid (i.e., a mixture of online and in-person)
- Other (please specify) [Open text box]

25. What is the approximate length or duration of this professional learning and development?  
[Open text box]

26. Please provide a summary of the content covered in this RRE professional learning and development for staff at your school.  
[Open text box]

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**Further comments**

27. Is there any other information or comments you would like to share with us about the delivery of or professional development for RRE at your school?  
[Open text box]

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**Follow-up consultation**

As part of this research project, we will be conducting additional consultations with key stakeholders to explore their views of RRE in Australia in more detail.

Involvement in this stakeholder consultation is entirely voluntary. If you do not wish to participate in a consultation, please click the arrow button below to send us your survey responses - these will still be used in the research project.

If you are interested in participating in the stakeholder consultations, please provide your preferred method of contact (e.g. phone number or email) and then click the arrow button below to send us your survey response. If you provide a phone number, please specify a preferred time for us to contact you.

**Please note:** Providing your contact details within the survey will mean that your response is no longer anonymous, however, when the survey data is extracted no identifying information will be

stored alongside the survey responses. This will ensure all survey data extracted for analysis is anonymous and no individual responses will be identifiable.

Alternatively, if you are interested in participating in further stakeholder consultations but you do not want to provide your contact details in the survey, you can directly contact the Chief Investigator using the information provided in the Explanatory Statement and on the last page of this survey.

[Open text box]

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### **End of survey**

Thank you for participating in this research project. Your time and expertise are highly valued.

Please encourage your colleagues to complete this survey by sharing this link: *[Qualtrics URL]*

If you have any further questions about the research or would like to receive a copy of the findings, please feel free to contact the Chief Investigator directly by email: [naomi.pfitzner@monash.edu](mailto:naomi.pfitzner@monash.edu)

If completing this survey caused you any distress, you are encouraged to seek advice and/or support from the following services:

#### **National Sexual Assault, Domestic Family Violence Counselling Service: 1800 RESPECT**

Call 1800 737 732

Website [1800respect.org.au](http://1800respect.org.au)

#### **Lifeline Australia**

Call 13 11 14

Website [lifeline.org.au](http://lifeline.org.au)

### 13. Appendix C: Breakdown of demographic survey data by jurisdiction

Jurisdiction	ACT (N=15)	NSW (N=35)	NT (N=17)	QLD (N=18)	SA (N=8)	Tas (N=46)	Vic (N=9)	WA (N=34)	Total (N=182)
<b>Location</b>									
Metropolitan	13	22	8	5	8	14	8	26	104
Regional	2	12	3	8	0	15	1	5	46
Rural	0	1	4	5	0	16	0	2	28
Remote	0	0	2	0	0	1	0	1	4
<i>Total</i>	<i>15</i>	<i>35</i>	<i>17</i>	<i>18</i>	<i>8</i>	<i>46</i>	<i>9</i>	<i>34</i>	<i>182</i>
<b>Sector</b>									
Government	12	3	0	14	3	46	3	21	102
Independent	3	29	0	2	1	0	4	4	43
Catholic	0	3	16	2	4	0	2	9	36
<i>Total</i>	<i>15</i>	<i>35</i>	<i>16</i>	<i>18</i>	<i>8</i>	<i>46</i>	<i>9</i>	<i>34</i>	<i>181</i>
<b>Education level</b>									
Primary education	5	2	5	10	1	26	3	16	68
Secondary education	7	7	6	5	1	11	2	13	52
Combined primary/secondary	2	23	5	3	6	9	4	4	56
Specialist/Special needs education	1	3	0	0	0	0	0	1	5
<i>Total</i>	<i>15</i>	<i>35</i>	<i>16</i>	<i>18</i>	<i>8</i>	<i>46</i>	<i>9</i>	<i>34</i>	<i>181</i>
<b>School type</b>									
Co-educational	15	24	17	18	4	46	6	34	164
Single sex/gender	0	11	0	0	3	0	2	0	16
Other	0	0	0	0	1	0	1	0	2
<i>Total</i>	<i>15</i>	<i>35</i>	<i>17</i>	<i>18</i>	<i>8</i>	<i>46</i>	<i>9</i>	<i>34</i>	<i>182</i>

## **14. Appendix D: Additional programs listed by survey respondents**

The Rapid Review Survey (see Appendix B) asked respondents to select which RRE programs were being used in their school from a pre-populated list based on the RRE programs (see Appendix A) that were identified in the national stocktake and gap analysis of respectful relationships education materials and resources (Pfitzner et al., 2022). The survey respondents could also nominate programs that were not included in this list and were asked to provide the program name and, where available, any relevant materials or a website to further information. The following list includes all additional programs reported by the survey participants. It is important to note that the research team did not review the teaching and learning materials relating to these programs nor did they critically evaluate the effectiveness of these programs in preventing gender-based violence as this was beyond the scope of the Rapid Review. The research team advises that caution should be taken when making inferences about the quality of the listed programs.

### **List of additional programs identified in the Rapid Review Survey**

- 10:10 Project – Sydney Archdiocese
- Australian Childhood Foundation
- Be You – Beyond Blue
- Bounce Back!
- Butterfly Foundation
- Chevron Tough Stuff – Zero2Hero
- Child Safe Framework – Catholic Education WA
- Consent Labs
- Constable Care Foundation
- Daniel Morcombe Foundation
- Ditto’s Keep Safe Adventure Show – Bravehearts
- Friendly Schools Plus
- Growing & Developing Healthy Relationships (GDHR) – WA Department of Education
- eSafety Commission resources

- Grow Your Mind
- Growing Up – Family Planning Tasmania
- Inside Out 4 Kids – City Mission
- It Only Takes One – Anglicare WA
- Made in the Image of God – Catholic Education SA
- Open Parachute
- Peaceful Kids
- Peer Support Australia
- Positive Education Enhanced Curriculum
- Power to End Violence Against Women – Port Adelaide Football Club
- Power Within program – Youth Off The Streets
- Protective Behaviours Curriculum – WA Department of Education
- Pulse
- Relationship & Sexuality Education – Inyourskin
- Seasons for Growth – MacKillop Seasons
- Sexual Health and Family Planning ACT
- Smiling Mind
- SoSafe – Family Planning Tasmania
- The Resilience Project
- Tomorrow Man and Tomorrow Woman
- URSTRONG friendship/friendology program
- Visible Wellbeing – University of Melbourne

## 15. Appendix E: External RRE providers listed by survey respondents

The survey data showed a high use of external providers by schools to deliver RRE. These external providers included educational institutions, non-profit organisations, healthcare organisations and specialised educational organisations (refer to section 7.1.3). A full list of external providers identified by respondents in the Rapid Review Survey is provided here.

- ACT Health
- Body Safety Australia
- Bravehearts
- Brent Sanders Consulting
- Carly Ryan Foundation
- Catholic Care
- Centre Against Sexual Violence
- City Mission
- Consent Labs
- Department of Education (jurisdiction not specified)
- Elephant Education
- Family Planning Tasmania
- Family Planning Victoria (now Sexual Health Victoria)
- HIV and Related Services Program (HARP) unit (NSW)
- Headspace
- Inyourskin
- Life Education
- Life Ready
- Love Bites (NAPCAN)
- Mission Australia
- North Queensland Region (NQR) regional presenters
- Open Parachute
- Sexual Health and Family Planning ACT (SHFPACT)
- School-based Police Officer

- Tomorrow Man
- University of Melbourne
- Your Choices
- ySafe